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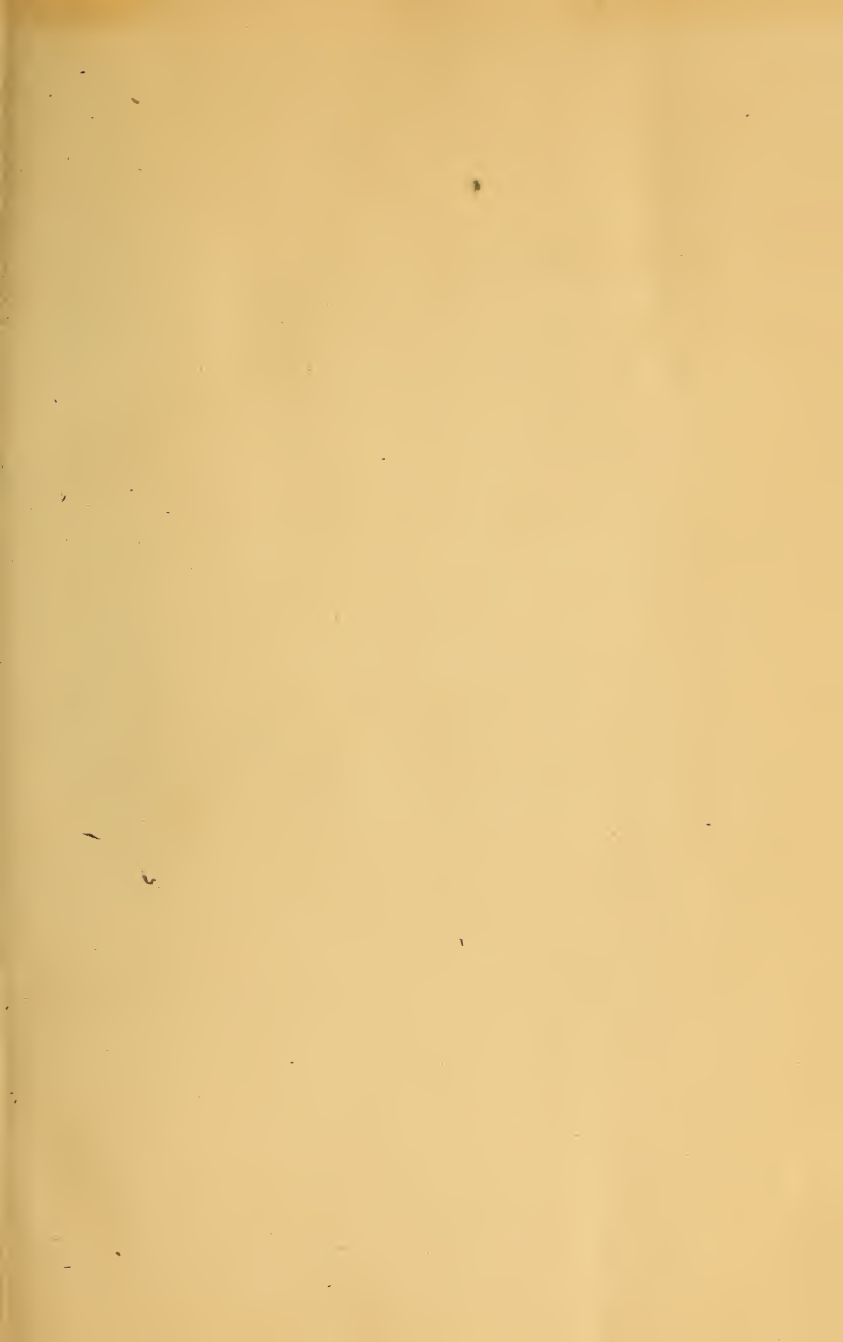
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MORAN'S

# SHORT - HAND

Correspondence Manual.

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A GUIDE FOR LEARNING  
BY MAIL.





# MANUAL

OF

## CORRESPONDENCE INSTRUCTION.

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A Guide for Learning Short-Hand by Mail, by the  
Moran Method--Copyrighted.

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✓  
BY ELDON MORAN,

Author of the Reporting Style Series of Stenographic Instruction Books.

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"I, myself, would undertake to superintend through the letter-post a whole school in North America, or fifty days distant in the old world."  
—JEAN PAUL RICHTER.

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FOURTH EDITION.

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PUBLISHED BY

THE MORAN SHORT-HAND COMPANY.

St. Louis, Mo.



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BY THE MORAN SHORTHAND COMPANY.

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## PREFACE.

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The present revised edition of this Manual is adapted to the fifteenth and following editions of the author's complete text-book of Pitman short-hand, entitled the "Reporting Style." The purpose of this little book is to serve as a guide for students who take lessons by mail in short-hand. The use of this Manual for this or any similar purpose will be limited strictly to students who receive instructions from Schools or Colleges with which the author has personal connection. The book is not intended for the general public, and the rules and directions herein contained are printed in this form for convenience merely. The book itself, and all Lesson-Papers used in connection with it are severally covered by copyright. Infringements will be dealt with according to law. The practical value of this method is attested by the thousands of students who have been taught by it.

To the student just beginning the course here outlined we say, first of all, read every paragraph in this book carefully. Always keep it where it will be handy to refer to, and then — refer to it!

*Central College of Correspondence, St. Louis, Mo., March, 1891.*



## TEACHING BY MAIL.

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1. It is an old saying, that "Every man has two educations, one of which he receives from others, and one more important which he gives himself." The college in which oral instruction is given is a great blessing; nevertheless it remains true that vast results can be accomplished by self-help merely—the tentative process of learning without a teacher. But the self-taught student is provided with a book (the inextinguishable lamp of some master mind), and this does immensely more for him than the average teacher is capable of doing without the aid of a text-book of some kind.

2. In the indescribable process called "imparting instruction," a good text-book plays a greater part than the instructor himself, and the "mental reaching out" of the learner a part more indispensable than either of the others. The value of the master and guide is granted. What is his office? First, to furnish his pupil with a proper text-book. This is easy. Second, to further explain and elucidate the subject in hand. This is not quite so easy. Third, to govern him. This is more difficult still. Fourth, to awaken in his mind and keep warm an enthusiastic interest in the study. This requires talents which but few possess. But in this last way unquestionably the teacher may be far more useful than in any other. Many teachers are plodders—inefficient workmen who waste their strength hammering cold iron.

3. The teacher who inspires the pupil is a rare person. His plan is different, for his iron is first heated to the white, and then quickly welded and shaped into forms both useful and permanent. The feasibility of teaching by correspondence depends primarily upon the character of that necessary relation which exists between the teacher and the pupil. Is it indispensable that the teacher, in order to instruct, govern, interest or inspire his pupil, be seated face

to face in the same room with him? Is the "living voice" and "personal presence" of the teacher absolutely essential? It is an egregious error to suppose that in no other way than by direct oral instruction have teachers of all times accomplished most of their best work. It is true that Dr. Webster, Plato, Shakespeare, Solomon and Job have been our teachers—members indeed of the faculty of that great University of the World in which our best lessons have been received. These men we have never seen; but have they not taught us? The very editor of our weekly paper comes to us in his columns through the post office at stated times giving us instructions. Our friends and relatives with whom we correspond are teaching us. The lessons given may be good or bad, but we must acknowledge their force, whether or not we have ever seen the persons themselves. It would be a sorry fact if the intervention of space should operate as an impenetrable wall between the learner and his master. But this never was true and it is less true now than ever before. Modern invention has bridged it over for the merchant, manufacturer and professional man, by the adoption of the telegraph, telephone, steam locomotive, and the government postal service.

4. What reason is there for precluding the pupil from these benefits? The person who has not observed and reflected has but a very meagre conception of what, in this age of the world, it is possible for the teacher to do for his pupil by correspondence and by means of suitable text-books, taking advantage of the fast mails, express service, telegraph, telephone, cheap postage and paper, etc., etc. Communication is easy and frequent. The text-book employed ought to be selected or constructed especially for the purpose. The instruction given is all personal and conveyed in letters first dictated to a stenographer, and then with a type-writer reduced to print. The matter thus communicated is suited to the particular needs of the pupil to whom it is addressed. It is more tangible than merely oral instruction, and in convenient form for preservation and future reference. In this manner is exemplified the old Greek proverb, "The spoken word flies—the written one remains." Pupils equally advanced are introduced to one another by card and carry on a correspondence on subjects of mutual interest.

5. In most cases, so far as the presence bodily of class-mates is

concerned, the student is entirely isolated. This is declared to be an advantage. Members of oral classes are almost certain of relying upon their fellow students, and having recourse to a teacher whenever trifling difficulties arise.

6. Isolation teaches us not to depend upon external help, and "Self-reliance is the essence of heroism." Moreover, it is observed that the separation from each other of the pupils, and from the teacher as well, has the effect of elevating and spiritualizing their intercourse. Petty faults are kept out of sight, and the contamination of too much personal contact, and the contempt which familiarity breeds, are fortunately escaped. All concerned are put in a position to discover that which lies deepest and is best in each, and this fact is productive of most excellent results.

7. The teacher who by hard work and the gift of genius has attained eminence in some one field of learning, by a few brief letters addressed to the aspiring young man (whom he has never seen,) may effect wonders.

8. The pupil's pride is flattered, and the pertinency of the instruction added to the weight of a great name, confirm confidence and awaken new motives. He would not be able by his "living voice" to effect more, and it is the rare exception if the "personal presence" of such a teacher equals expectation or commands a similar respect. With far less actual assistance from an instructor of this class, and in the manner described, the pupil will accomplish vastly more than by the daily tuition and companionship of a teacher only mediocre and spiritless. The intercourse between fellow-students, almost entirely in writing, is more dignified and respectful than in the oral class-room, and is productive of a higher culture and truer friendship.

9. Finally correspondence instruction is cosmopolitan. No one need be excluded by any consideration of race, color, sex, age, labor or poverty. The poor rustic who cherishes an ardent desire for intellectual improvement, though he must remain at home and help his widowed mother support her family, may nevertheless sing:

Though daily I must toil with hand and head,  
And rarely pass beyond my humble gate,  
Still am I taught by teachers famed and great,  
And safely up the hill of science led.



## HISTORY.

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10. The pupil will naturally want to know something of the origin and history of the institution with which he has become connected. This work was undertaken a number of years ago. Teaching by mail has in fact been our life work. Having faith in the utility and feasibility of such a scheme, we determined at the outset to make it a success if in our power so to do.

11. To teach an oral class is comparatively an easy matter, for the instructor finds ready made an appropriate building, school-room with suitable desks, black-boards and various other furniture, apparatus and appliances. The pupils equally advanced meet at a given hour all prepared to recite. This is the way our fathers and grandfathers obtained their education, and the world has by long usage come to look upon it as the only possible way. For hundreds of years this system of school economy has been developing, until it has attained its present state of perfection.

12. Any other style of teaching is not thought of as possible, and against "postal instruction" prejudice has been arrayed from the beginning. Teaching by mail is so entirely a new matter that a vast amount of experimental and pioneer work had to be done. This required much patience, time and expense. But after years of careful labor we discovered the secret of success in carrying on a correspondence school. Several books and a long series of circulators, speed sentences and correction slips had to be composed.

13. The pupil had not only to be *instructed*, but also *interested* and *governed*. We found out how to do this and do it cheaply, and the problem was solved.

14. To become a practical stenographer it is necessary, first, to learn certain principles, and to memorize a number of characters; for this you need a book. Next apply these principles in writing all words in common use; to do this you need a teacher to correct mistakes and explain the principles more clearly. Lastly, write the characters a great many times, as exercises are read to you. Here you need an instructor to point out errors in phrasing and execution, and the assistance of a good reader or class-mate to pronounce the exercises. We affirm that there is nothing whatever in the way



of needed help that the teacher cannot furnish as well, and even better, by written lessons. Exercises can be corrected, difficult points explained, questions answered and encouragement given all in writing, by a teacher who never sees the pupil at all. The written instructions given in this way *by mail* are not lost as spoken words are in the class room; they can be studied at leisure and preserved for reference. The learner must of course get some one at home to dictate to him—but that is easy.

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## TO THE STUDENT.

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15. As a matriculated student of the College of Correspondence, your Instructors extend to you a most cordial welcome! That you may find the study of this useful art as interesting as the knowledge of it is profitable, and succeed in a high degree in your undertaking, is our earnest wish. We freely promise to instruct you with all possible care, and to render every needed assistance and encouragement. If you will but perform your part faithfully, we give you our confident assurance that in due time you will become a skillful writer of Short-hand. The once popular notion that the teacher's "personal presence" and "living voice" were indispensable to the student's success or advancement in any art or science, has been refuted by repeated experiments. A generation ago, it is true, the thing was impossible; yet it has been more than half a century since the feasibility of some such plan was discerned by Jean Paul Richter, the famous German author. He says, "I myself would undertake to superintend through the letter post a whole school in North America, or fifty days distant in the old world." But now it is rendered practical by the operation of numerous inventions, among which may be named steam locomotion, improved postal facilities, cheap postage, new processes of engraving and printing, more liberal laws, and in fact by the general state of government and society which has been brought about by a progressive civilization. The success, moreover, of the plan of teaching by means of correspondence through the mails is in reality vastly extended by the mere fact that people now believe in it.

16. In all this there is nothing radically new in principle. It is simply the result of the many discoveries in science, and improvements in art, by which space has been bridged over and time conquered. The person of the teacher is not seen, nor his voice heard by his pupils. Nevertheless he communicates with them, and they with each other, freely, and almost constantly. They all understand one another, soon become acquainted, enter into rivalries, and encourage and compete with each other, although separated by many hundreds of miles. So much indeed can be accomplished by correspondence and home study, that we may safely predict the near approach of the time when, to enter a University, the aspiring student, no matter where he may live, will not have even to pass beyond his own threshold!

17. In this matter it is assumed that you have an interest in the work and are determined to complete the course, if this can be accomplished with reasonable diligence and application. We beg you to bear in mind right at the outset that this plan of study, namely, taking lessons by mail, is something new to you, and that until it becomes familiar it is necessary and very proper that you exercise patience. Nor can you regard with too much care every correction upon your work, the rules and directions laid down for your guidance, and all that is said by your teacher by way of instruction or criticism. Let it be seen by your work and demeanor that you are *thoroughly in earnest*. We will then help you only the more cheerfully, and your progress will be more rapid and certain.

18. Having now enrolled as a student in this Institution, you are to consider yourself as much subject to its rules, and under the direction of your teachers, as though you were receiving personal instruction from them in a local school.

19. Your statements will always be regarded as true, and yourself alone will suffer for any misrepresentations you may make. To some extent you may steal your way through the course, but this will not secure a Diploma, which is only granted to those who, at the close of the lessons, are able to pass a thorough examination. And how would you, if incompetent, be able to fill a situation if one were offered you?

20. Your actual progress is not measured by the number of lessons you manage to get over. You cannot be too thorough.

There need be no great hurry about finishing the book. Should your instructor assign to you the same lesson over again, he does this extra work willingly for your own good.

21. Above all things, don't get discouraged. We are better able than yourself to judge of the advancement you are making, and we will tell you frankly how well you are doing, and whether your progress is satisfactory.

22. If you faithfully follow our instructions, and work earnestly and systematically, you will be certain in due time to become sufficiently well qualified to discharge the duties of a stenographic secretary. Don't proceed as if you were testing or experimenting with this method; but believe in it, rely on yourself, and throw your soul into the work. What others have done, you can do. Each student possesses certain talents peculiar to himself. It may be that you cannot form the characters nicely, or find it difficult to read what you have written, or cannot read fast enough, or remember long sentences until you have written them down. You may lack ability in one direction, but you can make it up in another. Those who as students write the most rapidly seldom grow or develop into the best reporters. Verbal memory is something that can be acquired, and this to a large extent takes the place of speed. You may write poorly, but nevertheless be able to decipher your own notes with much more facility than another student whose penmanship is excellent.

23. Your instructor, weighing all things, will be able to give a reliable opinion as to what you can accomplish in a given length of time. You are not capable of reporting even a very slow speech until all the principles are thoroughly learned, and you ought to feel well satisfied, if at the close of the course you are able to follow an average speaker.

24. First in order, before beginning the lessons, study thoroughly the Directions which appear further on in this Manual. You will be expected also, while learning the first two lessons, carefully to peruse the entire contents of this little book. You will have occasion for frequent reference to its pages during your course of instruction.

25. You are requested to write your Instructor a personal letter once a month, describing in detail your method of study and the

circumstances under which you practice; stating who reads to you, and whether your classmate or reader is prompt and reliable. State also what part of the work you find the most difficult.

26. It is not your place to make complaints if a lesson occasionally should not be returned as soon as expected, or entirely fails to reach you. Mails are sometimes delayed, and through misdirection, and from various other causes, letters are not unfrequently lost or miscarried. The failure to prepay or properly direct a letter is far more likely to be the student's fault than ours. If you fail to receive your papers within a reasonable time, you would do well to notify your Instructor of the fact, giving the day on which you mailed your last exercise. Should your letter weigh more than an ounce, as may be the case should you mail two lessons at once, you should be careful to attach a sufficient amount of postage.

27. In addition to work executed by his teacher, it is desirable that the student have an opportunity of examining exercises written by other members of both the correspondence and oral classes. For this purpose, samples of both Proof and Speed Sheets executed by the best students, are mailed with every lesson which is given. Inspecting the superior work of others prompts the learner to imitate, and if possible, to excel it. The emulation and criticism which grow out of comparing notes, is one of the chief advantages of class instruction, although the student may not be aware of the fact. By the plan just mentioned, our correspondents are afforded ample opportunities of reviewing each other's work, and are by no means deprived of this incentive to progress.

28. In no case can a student make real progress unless he accustoms himself to writing sentences which he hears actually spoken. It is indispensable that the exercises be written as they are read aloud by some other person. It will not always be an easy matter to secure the services of a person sufficiently patient and reliable to serve the student's purpose. Hence it is very desirable that two or more persons pursue the work together. Each one then becomes interested in the other's progress, and the assistance and encouragement afforded by the mutual study of several persons are well known. Experiments have fully proven that this plan possesses every advantage of oral lessons. There are few localities in which are not to be found two or more young people of sufficient enter-

prise to undertake the study of stenography. The instructor will as far as possible assist in securing a classmate for every correspondence student. In many towns, indeed, it will be found an easy matter to organize a circle of from six to ten, whose convenience it will be to meet as often as once a week, and write the lessons at one another's dictation.

29. We should be pleased to have any student inform us should he at any time desire assistance in any branch of education, no matter what department, whether academical, collegiate, business or normal. At any time when you may determine to pursue any additional branch, it will be to your advantage to apply to us directly. It is the exception if students who enter our correspondence classes will not be greatly benefitted by taking a course of lessons by mail in book-keeping, rhetoric, political economy, penmanship, commercial law, grammar, or some other of the common English branches.

30. There is every reason to believe that for many years there will be a growing demand for the services of young men and women who make a specialty of short-hand and type-writing. The demand for persons skilled in some system of swift writing cannot possibly decrease, but it is probable that a higher and higher standard, or degree of proficiency, will be required.

31. This important consideration should not be lost sight of, that although the demand for short-hand writers as specialists may not always continue as great as at present, there is no reason why the art should not be studied. A knowledge of stenography will be required more and more, and it will not cease as a specialty, until the time arrives when no young man or woman will be considered qualified for business who is not well skilled in it. The art will continue to be studied for the next thirty or forty years as a business of itself, and afterwards as the necessary part of a common school education. Those who learn early will of course have the choice of situations.

32. While it may be true that English Orthography is a relic of barbarism, as it has often been described, and subject to constant modifications, it nevertheless remains certain that a knowledge of spelling is an accomplishment necessary to every English scholar, and for the professional stenographer absolutely indispensable. The manager of the Reporters' Bureau has suffered no little embarrass-



ment in endeavoring to secure situations for many young men and women, who, although well qualified in other regards, and above the average in intelligence, were nevertheless deficient, and sometimes sadly so, in this much neglected art. Hence we are compelled to say that if your knowledge of orthography is imperfect, the sooner you improve it the better. "Learning to spell the English language correctly," says Professor Swinton, "is the most difficult task of school life. Hence correct spelling is rightly regarded as a sign of culture, and bad spelling as indicating a lack of it." We have arranged a progressive course in spelling, and are now prepared to give all necessary instructions in this branch by means of lessons by mail. Especially are we able in this way to teach *written spelling*, which is more important to the reporter, and quite distinct from *oral spelling*. A Test has been devised, which will be submitted to each student early in the course. From the result obtained, we will be able to judge quite correctly of the extent of the student's knowledge of this subject.

33. A Diploma will be awarded every student completing the required course in stenography and type-writing, on passing a satisfactory examination in each, and giving evidence of a knowledge of the common English branches sufficient for the discharge of the duties of corresponding secretary.

34. This certifies to his ability to write and accurately transcribe at the rate of one hundred or more words a minute, and operate the type-writer at the rate of thirty or more a minute. It also sets forth the skill and facility of the holder as a penman, his knowledge of spelling and of other branches that will be likely to aid him in performing the duties of stenographic reporter. This document introduces the graduate to the business world, and commends him as well qualified to fill the office of stenographer in whatever position his instructor deems him fitted to occupy. The value of a diploma depends on the matter certified to, and the character of the recommendation contained; and these will accord with the scholarship of the student, and his deportment while pursuing the course. No diploma will be awarded except in accordance with the provisions made herein, and to persons only of known character and integrity.

35. Since type-writing is much more rapid and in various ways superior to ordinary pen-work, a knowledge of this art is of itself

very valuable, and has become entirely indispensable to the professional stenographer. At the present time short-hand secretaries, with scarcely an exception, are required to make use of a writing machine in preparing transcripts and copies. Moreover, the student is expected to be familiar with the operation of the machine before he accepts a situation, and skill in manipulating it should by all means be attained while the course in stenography is being taken.

36. We teach type-writing by mail in this way: A machine is sent by express; also a book of instructions. From four to six hours daily should be devoted to practice. Proof-sheets of your work are to be sent for correction three times a week.

37. To all our students by mail we would respectfully recommend that in general correspondence they will find it very suitable and proper to use note or letter paper bearing the full title of the College of Correspondence of which they are members. A supply of stationery of various grades and sizes, printed in this way, is kept constantly in stock, and will be sent by mail prepaid in whatever quantity the student desires, for the same price usually charged for an equal amount of blank paper.

38. All students are particularly requested to furnish the School from time to time with any valuable information of which they may obtain a knowledge. If you can inform us of an opening for any of our graduates, or learn of any person, no matter where he lives, who has an interest in stenography or type-writing, we beg that in all such cases you will not fail to send us full information. In corresponding with persons to whom you refer us we will use your name, or refrain from doing so, as you may wish. Favors rendered will be duly appreciated, and, when possible, reciprocated.

39. For practical work a gold reporting pen is almost indispensable. Numerous experiments have proven also that a gold pen is best for the student, if it is the right style and exactly adapted to his "hand." Get one if you can afford it. It is our candid opinion that you cannot afford to be without the help and encouragement which may be derived from several of the short-hand periodicals published at the present time. Every enterprising student should endeavor to keep abreast the times, and to do this you ought to read at least two of these journals regularly. They are filled with news, discussions, engraved exercises, etc.

## DIRECTIONS.

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40. Proceed as follows: 1st, Read carefully the Preface and Introduction to the Text-book (Reporting Style); also the General Directions on page 11 are to be studied carefully. 2nd, Learn Lesson I, devoting at least two hours to practice. Then send a carefully written copy of Plate 1 to your Instructor for correction. This should be accompanied by Report No. 1, and the Personal information described further on.

41. Awaiting the return of your exercise, proceed with the study of Lesson II. When Lesson I has been returned, examine the criticisms, and prepare Proof-sheet for Lesson II. This includes a copy of the two Plates, also Exercise 2 (Sec. 14, page 21) to be written in Short-hand. This with Report No. 2 is next to be mailed to the College.

42. To learn Lesson III, study Secs. 15 to 23 carefully. Engraved Plates should invariably be copied a good many times. Proof-sheet No. 3 includes a copy of the Plate, and Exercise 3 (Sec. 24) written in short-hand. Your letter containing Lesson III should also include Speed-sheet No. 2; that is Exercise 2 (Sec. 14) written with a fair degree of speed, (as it is read to you by some other person), the exact time of writing being also stated. Never prepare a Speed-sheet of any lesson, however, before your corrected Proof-sheet of the same exercise has been returned, and the corrections examined.

43. The Proof-sheet of Lesson IV should comprise Plate 4, the List-words in Sec. 33, and the Phrases in Sec. 34, written in short-hand. Also Exercise 4, and the Speed Sentence (Sec. 36).

44. Those students who have first learned the Trial Lessons may begin with Lesson II of the Text-book; and if as much as half of the Twelve Lesson Course has been studied, the first lesson to be taken by mail from the Text-book should be the fourth. In all such cases, however, the first Text-book lessons also are to be carefully read over.

45. Proof-sheets, when returned, are to be dilligently compared with the enclosed keys, and corrections and differences noted. Never attempt to get up speed on any lesson until the corrected Proof-sheet of that lesson has been returned. Then have some



friend or classmate slowly and plainly pronounce the list-words and exercise as you write them repeatedly.

46. The sentences to be translated in Lesson V, and the following lessons, are to be written out in long-hand; in each case this will form a part of your Proof-sheet for that lesson. After practicing the Speed Sentence, write it as often as you can in one minute, and mail your rapidly written copy as a part of the Speed-sheet for that Lesson.

47. These general directions apply to all the lessons. Each letter sent should contain Proof-sheet of the lesson you are engaged upon, and a Speed-sheet of some previous lesson, usually the one just preceding. When, however, lessons come a long distance, or when as many as three are taken a week, they cannot be corrected and returned before the next Exercise will have been mailed. In such cases Proof-sheets must be sent two or three lessons in advance of the corresponding Speed-sheets, which of course cannot be prepared until the Proofs have been examined and returned.

48. After four lessons have been learned, the enclosures to be made in each letter mailed by the student are the following:

#### TABLE OF ENCLOSURES.

- 1.—Proof-sheet of the Plate.
  - 2.—Proof-sheet of the List-words.
  - 3.—Proof-sheet of the Exercise.
  - 4.—Proof-sheet of the Speed-Sentence.
  - 5.—Translation of the engraved sentences.
  - 6.—Speed-sheet of the Exercise of some preceding Lesson.
  - 7.—Speed-sheet of the Speed-sentence in the same preceding lesson.
  - 8.—Lesson Key of the preceding lesson.
  - 9.—Sample Proof and Speed-sheets.
  - 10.—Two-cent stamp.
  - 11.—Report.
  - 12.—Return-slip of Circulator.
  - 13.—Circulator Key.
  - 14.—Personal letter (always on a separate sheet of paper).
49. Always mail your letters on the days fixed, not before. When the appointed time arrives do not fail to send your lesson, although your corrected Exercise for some cause should not yet have been

received back from the College. In such cases the Speed-sheets for two lessons, instead of one, may be enclosed in the next letter you send.

50. A Key to the List-words, Exercise, Speed-sentence and Translation is enclosed with each corrected lesson. Make exact copies of these with a pen in a blank book (of ruled paper) provided for this purpose. These written keys are always to be returned to the College with the next lesson. Provide yourself with a medium-sized scrap-book, in which to post your corrected exercises, criticisms and translations in proper order as fast as they are received by you.

51. The words which are marked in your lesson are imperfectly written, and in every case should be compared with the outline given in the key.

52. After thirty-two lessons are learned, you may with profit extend your practice to easy newspaper or other printed matter. The proper outlines for difficult words you may meet with will be given whenever you request. It would be well for you at this point to begin the practice of writing the vocabulary over and over as it is dictated to you.

53. In sending papers for correction, write each section separately, and number it to correspond with that in the Text-book.

54. If for any reason you should fail to send your lesson at the appointed time, write a card of explanation at a date not later than the next regular day for mailing.

55. All exercises for correction must be written in black ink, and on one side of the paper only. Corrections will be made by the Instructor in colored ink.

56. Questions, information which you have been requested to give, and everything in the nature of a personal communication, must always be written on a separate sheet of paper.

57. In stating questions, and in all communications to your instructor, make use of proper short-hand characters for every word or phrase employed for which you have learned the sign. Letters of a business character should be written in long-hand.

58. Two or more students who study together, and are equally advanced, should criticise one another's exercises before submitting them for examination.

59. In no case shall any student in preparing sheets for correc-

tion, consult a key, or accept assistance from any person more advanced than himself.

60. In all your writing practice, and in the preparation of exercises for correction, make use of stenographic paper, the kind furnished by the College.

61. When practicing, write your characters as closely together as convenient, and learn to form them somewhat smaller than is natural for you.

62. Sample-exercise cards, prepared by other students, and sent you for inspection, must invariably be returned with the next lesson mailed.

63. Do not try to puzzle out characters or sentences at the back of the book, but attend strictly to the lesson in hand. Ask questions only concerning real difficulties you meet with, or matters in the present lesson which are not sufficiently clear.

64. You are required to date your Report every day, at the same time writing ten words from memory. When a given lesson is learned, the Report is to be filled out, and should state the number of hours devoted to that lesson, time of executing Speed-sheets, number of short-hand letters written, etc.

65. As beginners usually write too large, you would do well to cut down your "hand" until your characters fill only about one-half the space between lines in the single ruled practice books.

66. You would do well to have at least three regular short-hand correspondents. Five Letters of Introduction will be issued to you soon after you have taken the third lesson. Although you can at this time express but a few words stenographically, you can, as you advance, gradually use more and more characters in the letters you write. You should criticise one another's work, and ask for translations of those portions which you are unable to decipher.

67. Small envelopes, which necessitate the enclosed papers to be folded both ways, should never be used. Exercises which come in this manner cannot be corrected satisfactorily. Envelopes of the proper size and character for mailing lessons, bearing the College address in large type, will be furnished to every student, and should invariably be used in all correspondence with this Institution. When, however, for any good reason an exception to this rule is

allowed, No. 6 envelopes of the style known as "Full Government Cut" must be used.

68. Upon receiving a Circulator, perform your part and forward it to the next address the same day if possible, and not later than the day following. Your Return-slip, when detached, is to be filled out and enclosed in your next letter to the College.

69. Circulators form an important part of the course of instruction, since they require the student both to translate and criticise exercises that have been written by his classmates. There are forty-two Circulators, corresponding with Lessons IV to XLV inclusive, of the regular series. After this portion of the course is finished, the place of these papers may be well supplied by a general correspondence with classmates who are equally advanced, also with reporters, for which undertaking the student will by this time be well qualified.

70. The plan of these papers, and the student's duties in connection with them, are as follows: Each Circulator consists of a sheet of writing paper properly ruled, with printed directions in due form, at the head of which three printed slips are attached bearing respectively the names and addresses of as many equally advanced students. The pupil, upon receiving a Circulator, first translates the characters written by the person preceding him. He next detaches the slip to which his own name is affixed, and at the proper place, as indicated in the Circulator, writes in short-hand the sentence printed on the back of it. It is his duty then to correct any errors he can detect in the work already done by others. Criticisms should be directed to the correctness of translation, use of phraseography, the choice of outlines and the accuracy of their execution. A mistake when once pointed out by a student, need not be alluded to by any other.

71. As soon as filled out, the Circulator is to be forwarded to the next address without delay. This should be done on the same day it is received, if possible, and not later than the day following. The last member of the circle returns the document to the first, who translates the last sentence and passes it in for examination.

72. Each student is afterwards furnished with a key from which he may learn how accurately his work has been done. The membership of these circles must change constantly, since some

students progress more rapidly than others. A circle usually embraces no more than one out of a number of students having the same post-office address.

73. Every student after having received the thirty-third lesson is required to carry on a short-hand correspondence with several other persons in this department. Every report you send in should show that two such letters at least have been written; four or five would be none too many.

74. In the letter in which you send Exercise I for correction, you will be expected to enclose also certain "Personal Information," in fulfillment of the following requirements: 1. State your age. 2. Height. 3. Weight. 4. Color of hair and eyes. 5. Place of birth. 6. Present occupation. 7. Previous occupation. 8. Married or single. 9. State briefly the extent of your education, naming schools you have attended, the studies you prefer and succeed in best. 10. Name the different States and cities in which you have lived. 11. Give nationality of each of your parents. 12. State as accurately as you are able the number of hours each week you can devote to study. This information is necessary, and you may be assured it will be regarded as strictly confidential, and treated accordingly.

75. Since the practice of writing words which one *hears* uttered, rather than those which are simply *seen* in print, is of the highest importance, and indispensable in the education of a practical reporter, the student is required to spend no less than three hours upon each lesson *writing and re-writing the Exercise at oral dictation*. Five hours will be still better, but it will be expected that your Report will show at least three.

76. Each student is required to prepare one or more sample exercise cards for every lesson he receives. Cards sent you for this purpose are to be filled out in a manner similar to those of other students which are sent you for inspection from time to time. No card should be filled out until your Proof-sheets containing the Exercise required to be written have been corrected and returned to you.

77. As soon as you are enrolled as a student in this department, you will be scheduled and notified without delay in regard to the number of lessons you will be expected to learn each week or month. Students receiving but one lesson a week will invariably



mail their letters on Monday; those receiving two a week on Mondays and Thursdays; three a week, on Mondays, Wednesdays and Fridays. Those who cannot learn one lesson a week on the average, are required to mail on Monday of the first week, Thursday of the second and none the third.

78. Should you for any reason fail to post your letter at the time fixed, then defer until the next regular mailing day, unless you are certain of being able to make up for lost time. Such failure or postponement will be excused only when good cause is set forth in the next letter sent. In no case whatever should the student delay more than two weeks sending either his lesson or letter of explanation.

79. A vacation of one or more weeks will be granted any student applying for the same if satisfactory reasons are given. In such cases the limit must be fixed, and the time stated when the lessons are to be resumed.

80. Never send Proof-sheets for examination until you have first carefully corrected them yourself. Render each Exercise as nearly perfect as it is possible for you.

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## SUGGESTIONS.

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81. The hints here given will be found valuable to all, and particularly to persons who have not acquired habits of study and learned to devise for themselves the most suitable methods of work.

82. In learning the lists, a good plan is to write the words in a column at the left margin of a sheet of practice paper, afterwards filling in each line by repeatedly writing each word in short-hand.

83. Always carry in your pocket some short-hand book, manuscript or exercise, to be read at leisure moments, while traveling, or while waiting for trains or steamboats, for lazy people to keep appointments, or whenever an opportunity for a few minutes' study may be had. The sign-book, or one of your corrected exercises, will be found suitable for this purpose.

84. Students in corresponding with each other would do well to confine themselves, so far as may be, to the use of words the proper outlines of which they have already learned.

85. It is well to encourage a tendency, which is quite natural, of picturing in your mind the characters which represent the words you hear spoken in conversation. While engaged in work even the habit may be cultivated of mentally analyzing outlines and phrasing words and sentences.

86. Remember that word and phrase signs cannot be learned too well. Time which remains after your lesson is learned, or spare hours which it may not be convenient for you to apply to the exercises, may be given with advantage to writing these signs over and over many times.

87. As a means of fixing the principles of phraseography more firmly in mind, and of cultivating the habit of original thought, the plan is recommended of writing each exercise for the first time quite slowly at dictation, making it your main object to join the words together as correctly as possible. Then compare with the text and revise. This is the quickest and surest way of learning this part of the system.

88. For the cultivation of verbal memory, or the power of recollecting words, which is so useful to the stenographer, the following plan is recommended: Begin by having short sentences distinctly read to you, you in turn repeating each one verbatim as soon as the reader has finished. The length of the sentences may be increased from day to day. When some proficiency is obtained in this way, a good method for further practice is to have two short sentences read to you in succession, you in turn repeating both, giving *the last one first*. Some students have been able, after considerable practice, to remember sentences containing as many as forty words.

89. When two or more persons meet together for dictation practice, the following plan of work should be pursued. Be seated all at one table. Limit your attention to the lesson upon which some one of you may be engaged, or which you wish to review. Do not practice for speed upon any lesson till its proof-sheet has been returned. Each student should in turn read to the other members of the group. Write the list-words a number of times, each student reading back the entire list from his own notes. Read slowly at first, gradually increasing the speed. It is well to enter into competition to determine which student is able to read the list in the shortest time. Practice on the word and phrase signs till you can write them

rapidly, no matter whether read to you backward or forward. The reader should dictate the exercise slowly the first few times, indicating the words to be phrased by pronouncing them in rather quick succession. Afterwards read the sentences in the natural way, as they would be delivered by a public speaker, allowing the intervals to occur between sentences and clauses, rather than between words. The exercise should be read back by some member of the group as often as it is written. When well learned, the quickest time in which each person is able to write it should be noted. Practice upon the speed sentences in like manner. This kind of work can be carried on to advantage, although the persons taking part are not all equally advanced in the course.

90. Each exercise should be written at least once as the sentences are read backwards. At such time phraseography cannot be employed. The notes should afterwards be read backward, which will cause the meaning to appear. This sort of practice which demands that the reader rely entirely upon the legibility of the characters, rather than upon his recollection, is of great utility.

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## LOCAL CORRESPONDENCE CLASSES.

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91. These classes are formed and conducted in the following manner: A number of correspondence students who live in the same locality and begin the study all at one time, meet together at appointed hours with an older and more advanced student who serves as leader, or dictation drillmaster. The object of these meetings is to keep alive an enthusiastic interest in the work, and to secure intelligent and systematic practice in writing and reading. Each pupil receives individual lessons from the College, with which he maintains the same connection as other correspondence students.

92. The indispensable conditions of membership are: That the pupil keep up with the class so as not to retard the progress of his fellow students; that he be regular and punctual in his attendance; come provided with the proper writing material, and observe good order and a respectful bearing towards the leader.

93. The class will meet one evening each week, and the recita-



tion will occupy one hour and a half. The length and frequency of these meetings may vary, however, when the circumstances are such as to render a change advisable. A record is kept of the attendance and deportment of each member, copies of which are sent to the School from week to week. Any person who persists in disturbing the work of the class suffers permanent suspension. The most accessible rooms are selected, provided with suitable writing tables and a blackboard. Every well tried method of conducting dictation drills is employed, and an earnest class will find these practice lessons both interesting and profitable.

94. Your final examination calls for the assistance of a gentleman of some education and experience, who will serve in the capacity of Examiner. Hence it now becomes your duty to secure the services of some competent person to discharge the duties of this office. To this end we ask you to send us the names of three gentlemen, one of whom we will choose. In making out this list, we recommend that you select from the ministers, editors, physicians, school principals or other of the more intelligent people of your acquaintance in the locality in which you live.

95. Your examination may be conducted at the earliest day convenient for the Examiner, but it is recommended that this matter be postponed until you are fully ready. Deliver to him the sealed envelope sent you with Lesson No. 50, and hand this Manual that he may read the following

#### DIRECTIONS TO THE EXAMINER.

96. We have taken the liberty of selecting you to conduct the final examination of the Bearer hereof, who has taken the prescribed course in the College of Correspondence. If this service is accepted you will kindly govern yourself by the following directions: First, read to the student, as he writes, a few sentences of easy printed matter. Repeat the operation, reading faster and faster each time, until you learn the highest rate of speed at which he is able to write. The reading should be sufficiently loud and distinct to be clearly heard. Next, dictate as rapidly as the student can take it, the printed matter enclosed to you in the sealed envelope. Note the exact number of minutes and seconds occupied in the writing. It is now the student's duty to make a translation in writing of the shorthand notes thus taken. Please note the number of minutes required

for this. The student will at no time be allowed to refer to, or even see the printed slip. Forthwith upon finishing the work, he will deliver to you his short-hand notes and transcript. These, with the printed slip, you will forward to the College, with your Report, which should state that these directions have been complied with, and show the time of writing and transcribing. It should also give the name of the student examined, and have your signature attached. Your charges will be settled by the student himself.

97. The student will please provide his Examiner with a stamped envelope to use in making his returns (with which you may also enclose any communication you wish.) In taking this final test exercise at dictation, you will make it a point to have the Examiner read as fast as you are able to write, but no faster. Not only the length of time required in translating will be considered, but also the accuracy, general appearance and manner in which the transcript is spelled and punctuated. You will neither make nor preserve any extra copies of the matter dictated in this examination.

98. While we believe it to be true, that in the matter of intelligence and good behavior the students of the Correspondence College are the cream of the country, it is true, nevertheless, that one in a thousand has so little respect for his Instructors or himself as to make saucy and rude remarks, and sometimes employs the commonest slang in his letters to teachers and class-mates. If you find the number of this section written in your letter, you will understand what it means.

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## CRITICISMS.

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99. The following "Criticisms" are an outgrowth of years of pains-taking work in teaching Short-hand by mail. They constitute one of the "short-cuts" by means of which we are able to do this work, not only well, but quickly and cheaply. By appropriate references to these paragraphs, the Instructor is saved the labor of writing many long letters otherwise necessary, and the corrections thus made on the learner's work are just as apt and personal to each student, as if the same words, or the substance of them, were

embodied in a letter gotten up in the usual form. Short notes must of course be written, but the student will bear in mind that the paragraphs whose numbers are indicated, are selected after a close examination of each separate lesson. Hence the diligent student will in all cases look up and study the paragraphs referred to. Occurring at intervals through your work submitted for correction, proof-sheets more particularly, you will find certain numbers written. These figures refer to the corresponding numbers in the following list of "Criticisms." If, however, the initials R. S. (Reporting Style) are used, the number written refers to Sections in the Text-book.

100. In reviewing work returned to you, the paragraphs that are indicated should be referred to invariably, and *at once*. The criticisms most commonly refer to the particular sentence or character in your exercise near which the figure is written. Not only should the critical paragraph be read, but the sections in the Manual, also the Text-book, which are occasionally referred to, are to be looked up and examined. Some of these paragraphs, it will be observed, are a little severe, and others highly complimentary. You may however rely upon it that the judgment of a practical mind will be exercised in *diagnosing* your lesson, and the dose administered will be sweet or bitter, according to the requirements of the case.

101. Abbreviations. In your corrected proofs will be found from time to time certain letters written in red ink. The following Key gives the meaning:

K—See Key to the lesson.

g—good work.

s—too small.

l—too large.

h—too heavy.

wo—wrong outline.

wp—wrong phrase.

cw—careless work.

102. In every word and every line of this Guide-book, we mean precisely what we say, and it is with regret that we are compelled to tell you frankly that we shall expect you as a student hereafter to conform more nearly with the rules that are given.

103. It is a matter of great importance that you keep a copy of

all your lessons *on file*, in order to study them *carefully*, and never make the same mistake twice if it can *possibly be avoided*.

104. The first few lessons you will find a little dry, since they deal simply with the rudiments. But as you advance in the course the work will grow more interesting every day.

105. Be sure to state each time you write how many hours you have spent in practice, or about the number of times you copied the exercise. We need this information.

106. You have the privilege of asking questions in regard to any matter not thoroughly understood. We will with pleasure give any information or render any assistance in our power.

107. The fact that you live a long distance from the College will not prevent you from receiving lessons as frequently as you wish. Exercises, as fast as prepared, are to be forwarded for correction.

108. We have not marked all the words which you failed to execute correctly. It is expected that you will compare your exercise with the key word for word, note the differences, and when copying make all necessary corrections in your work.

109. Your attention is called to a small matter which is a source of considerable annoyance to your teachers. A good many students, in sealing letters, do so in such a way that the flap is glued not only to the envelope, but to its contents also. Many exercises are spoiled by carelessness of this kind.

110. If in your correspondence with this College you receive duplicates of Circulars, Trial Lesson Books, or other printed matter, you are kindly requested to hand such to some of your friends who are or may become interested in Stenography.

111. We make this suggestion, believing it to be to your interest: You should improve your spelling. Adopt whatever means you think best. If you wish to take a course of lessons by mail in Orthography we will accommodate you.

112. If you are ambitious to secure the best results we would suggest that you pursue some definite course with the view of improving your knowledge of language, grammar, punctuation, etc. A stenographer should be a practical English scholar. The course we give by mail in Letter-Writing will prove very helpful.

113. Our numerous students derive a vast amount of entertainment from corresponding with each other in Short-hand. After you

have taken a few lessons we will introduce you to several of the young ladies and gentlemen in our classes.

114. You may consider yourself authorized to correspond with persons whose names we send you from time to time. While such correspondence is a real pleasure, the important fact should be kept in mind that the benefits derived from writing letters in short-hand are very great. Hence, write frequently, and criticize each others work.

115. Please do not infer from the number of criticisms made that your work does not possess merits, or that you cannot in due time easily clear your work of all serious faults.

116. These criticisms are made kindly, solely for your own benefit, with no wish to discourage you. We can assure you that some of the most successful stenographers we ever instructed did work far inferior to yours at the outset.

117. Please note carefully the corrections we have made, and, so far as possible, avoid repeating the same mistakes.

118. You have repeated some of the same mistakes in your speed-sheets which were pointed out or criticised in your original proof-sheets. As to *outline* and *phraseography*, it is expected that your speed-sheets will be as correct as the keys which are furnished you.

119. We are sorry to notice that you fail to pay sufficient attention to the criticisms heretofore made on your work, as you *frequently repeat* mistakes which have been distinctly called to your notice.

120. Your exercise seems to have been written too hastily; could not you have taken more pains? We judge it is not a fair sample of what you are able to do.

121. You do not use the right kind of paper—paper that is too thin or soft or flimsy will not do for short-hand. You are recommended for the present to use a heavy quality of foolscap or send to the College for Stenographic Practice Books manufactured expressly for this purpose.

122. As to size of characters, shading, angularity, and the general manner of execution, you should aim as nearly as possible to imitate the engraved characters found in the text-book.

123. Your slanting letters should “lean” a trifle more, and the vertical letters, *t* and *d*, should be perfectly straight up and down.



124. It would be best for you to give more inclination to your slanting letters—should stand at an angle of about forty-five degrees with the base line.

125. You have fallen into the error of writing your slanting letters *too nearly vertical*, a practice which *greatly interferes* with legibility.

126. Vertical letters should not be allowed to lean either to the right or left. It is a common fault from which you are not entirely free, of inclining them somewhat to the right.

127. In writing you should place your characters *nearer to one another*. This practice contributes both to ease and rapidity,—is indispensable in fact to a high rate of speed.

128. You will notice that your characters are not exactly uniform in length, some rather too short, others a little too long, etc.

129. You will notice that your letters are *not of uniform length*. This is a very important matter, as it will be seen when you reach the Halving Principle.

130. It is a fault of your writing that a letter is occasionally written too short. This should be remedied, or you will find yourself embarrassed when you come to employ the *halving principle*, explained in Lesson 25.

131. You should not make your shaded letters quite so heavy. It is sufficient if these be easily distinguishable from the light strokes.

132. Your shaded characters are altogether too heavy. These should have enough shade only to render them distinguishable from the light strokes.

133. Your shaded letters are altogether too heavy—fully twice as heavy and broad as necessary. You will have to reduce these to the proper size before it will be possible for you to gain in speed. Touch the paper lightly.

134. You still make some of your shaded letters too heavy. Please remember that *much* shading interferes with speed, and no more of this should be used than is necessary to render the heavy letters distinguishable from the light.

135. You form your characters somewhat too large.

136. You still write some of your characters *too large*. Be careful not only to make the letters *uniform in length*, but let the standard you take be somewhat *smaller* also.

137. You form your characters considerably too large. Cut them down at least one-third. The proper size is one-sixth of an inch.

138. You form your characters altogether too large; cut them down at least one-third, and try to acquire the habit of writing a smaller "hand" than seems to be natural for you.

139. The ink you use is not suitable. Do not use colored ink, or copying ink, or dim ink, or thick ink, but good fresh black ink. Advanced students may use writing fluid.

140. Your light lines should be written still finer. In most cases the fault may be remedied by making use of a pen just suited to the purpose.

141. Both your light and shaded letters are too heavy—a fault which you can remedy by making use of a finer pointed or stiffer pen.

142. Your thin lines should be written finer—make them light as possible. It is an excellent plan to cultivate "lightness of touch" by frequent practice in writing the light letters of the alphabet as fine as possible, forming them swiftly, touching the paper very lightly with your pen.

143. Your curved letters should be bent somewhat more, so as to be readily distinguishable from the straight stems.

144. You should in no case employ any characters other than the proper word or phrase signs for words or phrases which these are intended to express. That is to say, don't use "long forms," but the brief word-signs wherever possible.

145. It will help in your translation if you will but remember that the characters used always represent words and phrases which have already been explained, either in the same, or in some previous lesson.

146. You seem to labor under a misapprehension as to the position of words; very few,—only those in fact which the *book so specifies*, are to be written elsewhere than on the line.

147. You are inclined to write too many words elsewhere than on the line. Make it a rule to write all words in the second position, that is, on the line, unless the Text-book directs otherwise.

148. All proper names, no matter what vowels they contain, are to be written in the 2d position, that is, on the line.

149. You should write *Ray* somewhat longer and give it more slant. It is executed with one quick stroke and should be perfectly straight.

150. *Ray* should invariably be written upwards. You will see by comparing your exercise with the key that you have violated this rule in a few instances.

151. You have sometimes failed to vocalize words which the Text-book indicates are to be written with the vowels. As a rule, all such words are to be vocalized in reporting.

152. Of the words given in the Text-book it is proper to write the vowels in connection with those only which are given in the list for vocalization.

153. In some cases you have placed the vowel beside the wrong stem. Pay special attention to sections 79 and 80 of the Text-book.

154. *Be careful not to form a hook in beginning hay, but a tick merely.* When a hook instead of a tick is written the tendency of the writer is to make the stem curved rather than straight. It will assist you if you will remember that this letter is formed with *one stroke of the pen only.*

155. Be careful hereafter to join no words unless they are connected by a hyphen in the printed exercise.

156. You should be careful to write the double dash, which is used in underscoring proper names, considerably longer, placing the lines quite near to each other.

157. Please remember that all letters which are not horizontal, that is, such letters as *t, chay*, etc., are always written downwards. Exceptions are *lay, ray* and *hay*.

158. Some of your curved letters are not bent enough, and for this reason are likely to be confounded with the straight ones.

159. Remember the Rule that the "First descending letter should rest on the line."

160. Remember that the s-circle is written on the *left* and not on the right side of upward strokes, such as *hay* and *ray*.

161. Remember that all ticks are made light, not shaded, and should be so placed as to form as sharp an angle as possible with the letters to which they are joined.

162. Be careful so to place your characters that the *first descending letter* shall rest on the line. By careful attention you will soon



learn just where each word should begin, whether on or above the line, in order not to violate this rule.

163. Be careful to use *el* and *ar* only when *these are specified* in the text.

164. The sign for "I" should be quite small, light and short-angled. Most learners get all the ticks too long and heavy.

165. You make a common mistake in writing the sign for "you" too large as well as too flat.

166. Your dashes are too light to properly represent the long vowels.

167. Write the dot-vowels closer to the stems.

168. You write the short vowel signs, both dots and dashes, too large—should be quite small or they will become confounded with the long vowel signs.

169. Some of your dashes are too long—should be not more than one-fourth the length of "*t*."

170. Diphthongs which occur in the middle of words should in no case be joined to the consonants between which they occur. Only initial and final diphthongs are connected, and these but rarely.

171. Your coascentics are altogether too large—should be made quite small, and as well curved as possible.

172. Your sez-circle should be written considerably larger, and be formed as round as possible.

173. In some instances you have placed the circle on the wrong side of straight letters. Refer to Lesson VI.

174. Your s-circles are well executed and properly placed.

175. Your st-loops are too large—should be narrow and light as possible.

176. Your st-loop is too small—especially too short, in order to be readily distinguishable from the s-circle.

177. You write your first-position words too near the line. The signs for *I*, *give*, *all*, *of*, *my*, etc., are to be placed one full space, that is, the length of *t* above the line.

178. Your third-position words are not written far enough below the line.

179. We wish to correct you in regard to some of your third position words. They are written too low. Remember that the first

descending letter should be placed so as to be one-half above and one-half below the line.

180. Your l-hooks are not small enough This hook should be no longer than it would be if it were a part of the s-circle. You will find it a great advantage to learn to form hooked letters with one stroke of the pen. This is always done by practical reporters.

181. You give your hooks an extra twist, which makes them appear like circles. Avoid this.

182. You sometimes get a hook on the wrong side. This habit is easy to fall into, but not so easy to fall out of.

183. You still form your hooks rather too large—cut them down as much as possible. You are not apt to make them too small.

184. In the double-consonant series the circle is simply placed on the “r-hook side.” It is an error to write it so as to make the hook to appear.

185. You will see by comparing your exercises with the key, that in a few cases you have placed the shun-hook on the wrong side of straight letters.

186. In some cases you have placed the hook on the wrong side, the result of which is an entirely different word from the one meant.

187. By all means look after your hooks. I find many of them on the *wrong side*. It may be a little difficult at first to get them “fixed” just right, but this is *simply indispensable*, and if you are careful *now* it will be perfectly easy *in time*.

188. Your lengthened curves are by no means long enough.

189. You would do well to practice a number of hours in executing the long curves—learning to make them the proper length with one stroke of the pen. Do not be afraid of writing them too long—this is a better fault than getting them too short.

190. You do not write your shortened letters of uniform length—some are even too short, while others again are so long as to be confounded with the standard length letters.

191. You still write the half-length letters too long. Be careful when shortening them not at the same time to reduce the length of the standard letters.

192. We most earnestly request you hereafter to enclose your exercises in larger and more suitable envelopes. In no case should the paper be folded more than one way. The printed envelopes

which we furnish in packages are designed for this special purpose, and you would do well to provide yourself with a number.

193. In sending your lesson, you failed to enclose your Report. No lesson is complete without it, and this oversight has a damaging effect upon your "Deportment."

194. Do not be disappointed if your questions are not all answered. That is impossible; besides it is not necessary. You will find answers to all of them as the lessons proceed. We reply to all of them which really ought to be answered at this time.

195. All keys must *invariably be returned to the College* within three weeks. Students by whom these are not duly returned will be charged with them at the rate of 5c each.

196. Hereafter please send only one lesson at a time. Beginners especially should see the criticisms we make before preparing the next exercise.

197. A student is sometimes required to learn a lesson "over again"; but do not unless requested send more than a single copy of one lesson.

198. In certain circumstances a student may send Exercises before his previous lesson has been returned. In no case, however, should more than one lesson be mailed in a single envelope.

199. When all the work upon the Circulator has been completed it should be *returned to the College* with the *next lesson* forwarded, providing that in no case it be held longer than three days.

200. You omitted your Translation. This part of the lesson is indispensable. The Translation for each lesson should be sent before you have examined the Key for that lesson.

201. If you don't succeed in reading all your Translation, then do the very best you can and send the result. You will be expected to enclose with each lesson every word of the Translation you can make out.

202. If your letter weighs more than an ounce, please attach two postage stamps instead of one.

203. Always enclose a 2ct stamp to pay return postage. No stamp in your last letter. Send *two* next time.

204. You loan a book to your neighbor. He returns it defaced, blotted, marked up, with no explanation or apology. How do you feel? We are constantly sending you, that is loaning you, keys and

other papers, some of which are returned soiled and scratched up in a silly, school-boy fashion. They then go straight to the waste-basket, and a charge is entered against you.

205. I compliment you on the evenness, neatness, and general accuracy of your work in connection with this lesson.

206. With very few exceptions, if any, you have applied the principles correctly.

207. You have applied the principles correctly in almost every case, and evidently understand very well the theory upon which stenographic writing is based.

208. Upon the whole your exercise is written better than the average.

209. You possess merits which will show up to better advantage when you become an advanced student.

210. I see no reason why you should not succeed well in the study of this art, and in due time become a practical stenographer.

211. Your execution is quite good, and your work fully up to the average. You manifest some talent for short-hand. If you earnestly try, you will no doubt succeed in this undertaking. Follow all directions strictly.

212. Your execution is decidedly good—in all essential respects it is above criticism, and you may have the satisfaction of knowing that you are on the right track. Your principal concern now is to gain the familiarity which comes from practice.

213. You have given every word its proper outline, and this fact plainly indicates that you understand the principles of the system so far as explained; otherwise you could not have applied them so correctly.

214. Your characters are properly formed as to *slant* and *angularity*, two features which have an important bearing upon legibility.

215. Your characters are properly formed as to *length*, *slant*, *angularity* and *shading*, and this is saying a great deal in your favor.

216. Your writing is characterized by the following points of superiority: Letters are of uniform length, properly curved and shaded, and of sufficient slant.

217. You have every reason to feel encouraged, and the prospects are that in due time you will become a successful stenographer.

218. I congratulate you upon the improvement you have made since preparing your previous exercise. You evidently understand the criticisms made thus far.

219. Glad to find your present exercise so well prepared. I observe considerable improvement, although this lesson is decidedly more difficult than the last one.

220. The exercise, as you have written it, is very legible, and there is reason to believe that after you have learned the system your reports can be read with ease and facility.

221. You deserve commendation for the correctness with which your Speed-sheets are executed. This indicates that your style of writing, when you become a reporter, will be very legible.

222. You have done exceedingly well as to the time of executing your Speed-sheets, your record being much better than the requirements of the text-book schedule.

223. I can truly say that you have done remarkably well in your work upon the Speed-sheets, not only in the matter of rapidity, but your execution is also excellent.

224. Your work in connection with the last Circulator is very well done—correct both as to translation and execution.

225. You deserve to be commended for the work you have done in connection with your last Circulator. You have not only translated your section correctly, but the criticisms you have made are very appropriate.

226. Your translation is entirely correct. This goes a good way toward proving your ability for stenography.

227. You deserve credit for the great accuracy with which you have placed your hooks, and the manner in which you have executed them.

228. Your work deserves commendation, for the reason that it shows a correct application of the shortening principle, the most difficult of all contrivances in the system.



# THE MORAN SERIES OF SHORTHAND IN- STRUCTION BOOKS.

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## NAMES

Of a few of the many stenographers who learned *By Mail* from the CENTRAL COLLEGE OF CORRESPONDENCE, and are now filling situations:

Miss Lulu Nash, with State Insurance Co., Des Moines, Iowa.

E. C. Cayo, Menominee, Mich.

R. H. Cook, Guthrie, Oklahoma Ter.

Albert Self, with Mo. Pacific Ry. Co., Hillsdale, Kan.

Miss Lizzie Riley, Marshall, Ill.

F. N. Winslow, with Farmers' and Merchants' Bank, Smith Centre, Kan.

Miss Lizzie Whittaker, Litchfield, Ill.

Chas. W. Beacom, Law Stenographer, Guthrie, Oklahoma Ter.

A. B. Hoover, Shorthand teacher, Pittsfield, Ill.

Meriam Hulse, Smith Centre, Kan.

Isaac W. Bennett, Stenographer, Olympia, Wash.

Mrs. A. K. Schweibel, with Nelson Chesman & Co., Advertising Agents, 1127 Pine street, St. Louis, Mo.

Miss Ollie Seaman, with Johnston & Bowman, Merchandise Brokers, 324 N. Third street, St. Louis, Mo.

Miss Henrietta Miller and Ralph Miller, with the K. C., Ft. Scott & Gulf R'y, Kansas City, Mo.



## A FEW TESTIMONIALS.

St. L. & S. W. R'Y Co., EQUITABLE BUILDING.

St. Louis, January 20, 1891.

I learned Shorthand from Prof. Eldon Moran. To those who are beginning the study and would like to know something about the experience of others, I take pleasure in giving this information: After having heard Prof. Moran give a lecture, I determined to take a course by mail. I did so with entire satisfaction. I succeeded in attaining a higher degree of speed than usual, having taken testimony in court at the rate of 180 words a minute. I served one year as Official Stenographer, for the Fifteenth Judicial District of Kansas, with headquarters at Beloit. I am at present engaged with the "Cotton Belt Route," Freight Traffic Department.

I am perfectly familiar with the Moran (copyrighted) method of teaching by mail. A person who has not tried it has no idea how clear and practical these lessons are. I will give further facts to any one who cares to write to me personally. I know of many who learned Shorthand successfully by the same plan. Respectfully,

HARRY E. DEGROFF.

Copy of a letter written by J. W. O'Byrne, Stenographer with Bowlsby & Co., General Agents Yost Type-Writer, St. Louis, Mo.]

DEAR MISS—You ask my opinion of what is known as the Moran method of teaching by mail. I will briefly state my experience. Four years ago I learned Shorthand, receiving instruction entirely by mail from Prof. Moran, who was then Principal of the Iowa University School of Shorthand. I was then living on a farm in Kansas, and devoted leisure hours only to study. I now live in St. Louis and have been a practical stenographer for two years. My belief is simply this: If you are capable of learning Shorthand at all, you can succeed just as well by mail as by attending a school personally. I have met and corresponded with quite a number of Prof. Moran's students in other states who learned by mail and who are now filling responsible positions. This is a general statement. If you want specific facts write me again, and I will give you any information I am able.

There is something wonderfully attractive about Shorthand. You will like it. Wishing you well, I am

Yours respectfully,

J. W. O'BRYNE.

St. Louis, Mo., Feb. 2, 1891.

I learned Shorthand two years ago when living in Smith Centre, Kansas. I have to some extent since that time, been employed as assistant instructor in the College of Correspondence. The Moran method is so practical that I would not hesitate to say that I would prefer the regular course by mail rather than attend a college personally. I also know it to be a fact that students by mail, as a rule, make good progress and are well pleased.

S. E. CASH,

Stenographer with D. I. Bushnell & Co.

From Judge A. K. Leake, Licking, Va., who has completed the course by mail.

MY DEAR SIR—My experience under your tuition has been simply charming. I now take all my notes in Shorthand.

BRISBINE, S. DAK.

I can recommend the Moran method of teaching to any one who wishes to learn Shorthand to be just as good as any way possibly can be.

L. A. WATZNAUER.

HAMMOND, KAN.

Professor Moran:

DEAR SIR—Your lessons are interesting, plain, and easily understood. I see no reason why any one should experience any difficulty in learning them.

JENNIE C. McCOMB.

HENRY, COLO.

If students do not succeed by your method of teaching by mail, it must be their fault, and not the fault of the method.

MRS. MAUDE JORDAN.

WILBRAHAM, MASS.

I am more and more pleased with your way of teaching Shorthand by mail. The more I study it the more I like it.

EDITH L. CORBIN.

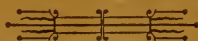
# CONCERNING SHORTHAND PERIODICALS.

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The trouble with shorthand magazines heretofore has been that they were simply newspapers, and to that extent, they have done a world of good. Mr. Isaac S. Dement of Chicago, conceived the idea that the shorthand writers of this country were anything but dull; that, in their varied experience, they must, of necessity, absorb many-sided views on all questions, and see life in all its vicissitudes; that, if they could be induced to put upon paper the many scenes they have witnessed, they would not only do themselves, but the readers of the articles, a good service; that a magazine, the prime object of which should be the publication of these literary efforts, would meet with favor. With that end in view, Mr. Dement in January, 1890, commenced the publication of *The National Stenographer*. Each issue has shown improvement over its predecessor; the articles are handsomely illustrated; its pages are replete with good things for its readers; it is absolutely independent of systems or machine, and a fearless advocate of all that is good for the profession. *The National Stenographer* has had phenomenal success, as it is being supported by the reporters of the English-speaking world. It is attractively printed and up to the times in everything. Every shorthand-writer ought to be a subscriber to it, no matter how many other magazines he may take.



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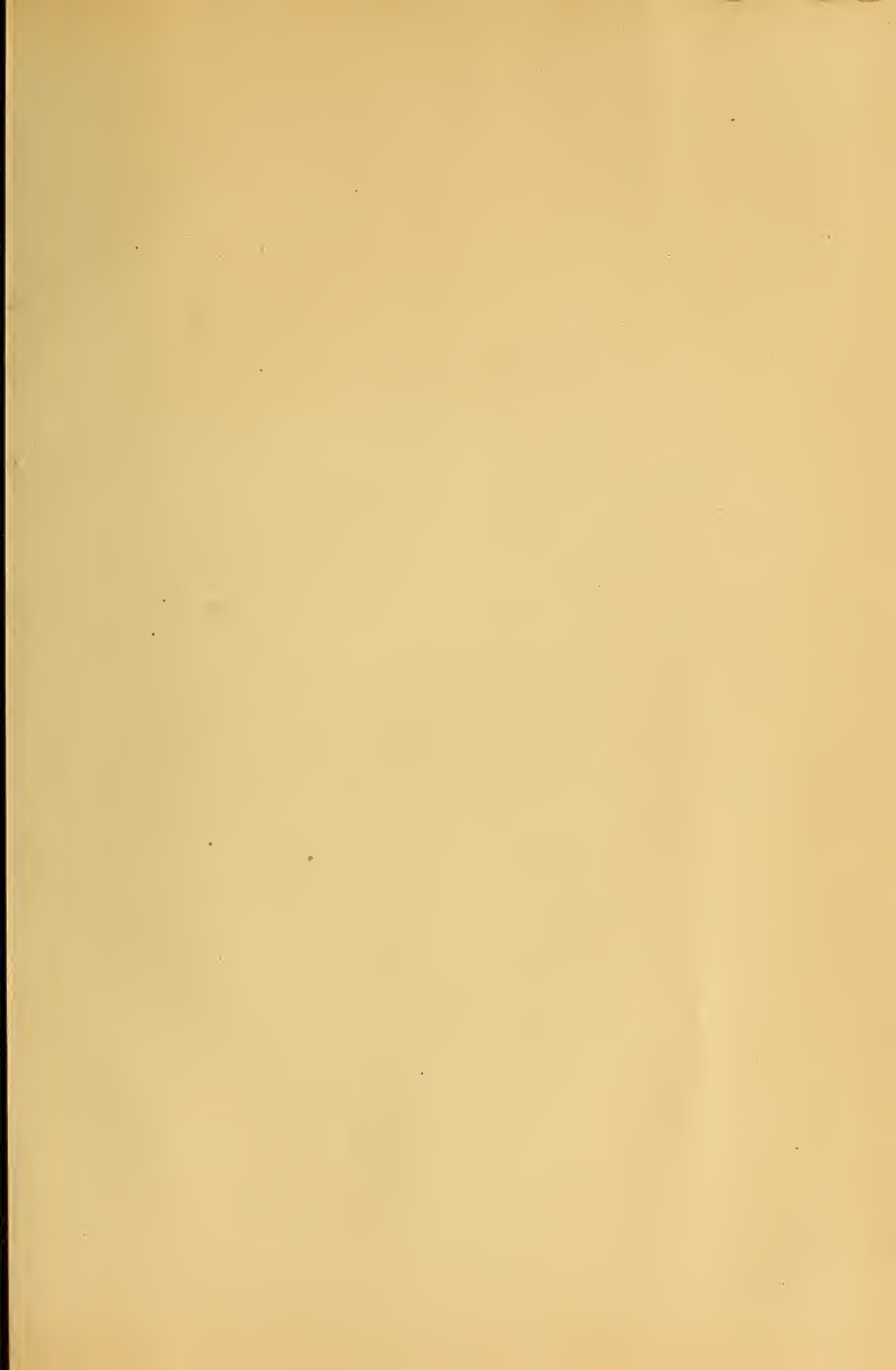
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